

Desired Results

Identify desired results

What relevant goals (standards, course or program objectives, learning outcomes) will this design address?

Standard

XXXX.N.XX.N.N: Description

*Cognitive Complexity: Level __, Brief Descriptor***Access Point**

XXXX.N.XX.N.XXNx: Description

Supporting Standard(s)

XXXX.N.XX.N.N: Description

Unpack Standard Concepts**Students will know . . .**

- What key knowledge and skills will students acquire as a result of this work?
- Underline Nouns/Phrases

Unpack Standards Skills**Students will be able to . . .**

- What should they eventually be able to do as a result of such knowledge and skills?
- Circle Verbs/Verb Phrases

Prerequisite Knowledge and Skills Within Standard

- What content and skills are implied?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Instructional Implications of the Standard

- What is needed instructionally to ensure student mastery of the standard?
- What are the big ideas?

Learning Goal:

I can . . .

IEP Goal:

I can . . .

Essential Question(s):

What provocative questions will foster inquiry, understanding, and transfer of learning?

High Probability Barrier(s)

Wide-spread or common barriers that impact many students' engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time)

High Intensity Barrier(s)

Significant impact on individual student engagement and learning (e.g., small group & individual instruction, Differentiated Instruction (DI), aligned with learning needs)

Instruction:

Instruction:

Curriculum:

Curriculum:

Environment:

Environment:

Learner:

Learner:

Instructional Design

Depending upon the anticipated barriers above, what implications would these have on the design of your lesson(s) regarding this standard.

Tier 1

Tier 2

Tier 3

Specially Designed Instruction

Assessment Evidence Determine acceptable evidence	
Performance Tasks: <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged? 	Other evidence: <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Test Item Specs (when available)	
Learning Experiences Plan learning experience(s) and instruction	
Concrete Understandings What learning experiences and instruction will enable students to achieve the desired results? How will the design W = Help the students know W here the work is going and W hat is expected? Help the teacher know W here the students are coming from (prior knowledge, interests)? H = H ook all students and hold their interest? E = E quip students, help them E xperience the key ideas and E xplore the issues? R = Provide opportunities to R ethink and R evise their understanding and work? E = Allow students to E valuate their work and its implications?	Representations How do we assure the student engagement with the learning aligns with the cognitive complexity of the task?
Resources What is readily available or what do we need to plan ahead for to develop our learning experiences and instruction?	Supports and Scaffolds T = Be T ailored (personalized) to the different needs, interests, and abilities of learners? O = Be O rganized to maximize initial and sustained engagement as well as effective learning?